**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 19-11** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (Conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Daily Spiral Review* * *Those who finish early can work on the problem of the day for 19-11.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. There is no new vocabulary, so we will do a small review on mean, mode, median, and range. 2. Give a set of numbers for the students to work with. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. Distribute counters to 5 students. Student #1: 10 Student #2: 12 Student #3: 14 Student #4:7 Student #5:12 2. Using the five students as an example, ask the following question: “What is possible amount of counters each student has if the mean is 11?” 3. Allow students to work in groups to find possible solutions. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. After students have come to a conclusion, come together as a class to create a bar graph. Using the data, create a bar graph to show the amount of counters per student. 2. Discuss vocabulary words using the information and compute the findings. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Assign partners to work together. 2. As a partnership, they can pick two problems off of page 511 to solve. After solving the problems, the students will need to graph their findings using a bar graph, histogram, or line graph. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + Topic 19 Test from Envision   + Teacher observation of partnerships   + Checking of graphs made by students   + Spiral Review the following day | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| 1. Use number tiles 1-4, paper bag, and center activity 19-11. 2. For each round, group members are given four sets of data and two criteria, for example, “The mode is 25 and the median is 27. On each turn, a group member explains why a given set of data does or does not meet the stated criteria. | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check*  1. Review and collect problems/graphs from page 511. | |